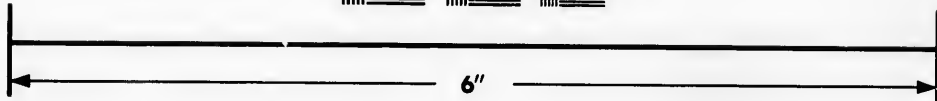
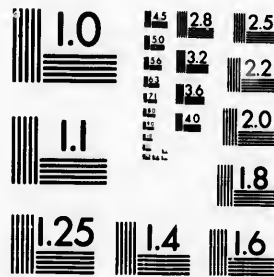


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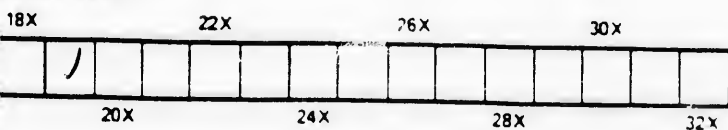
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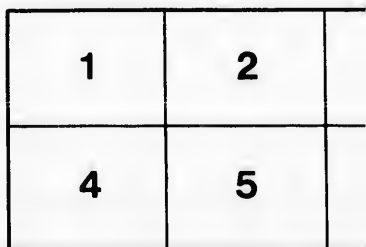
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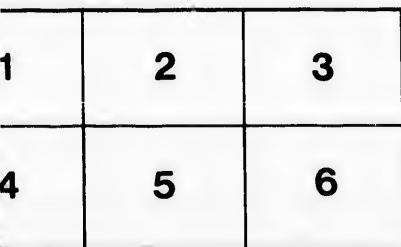
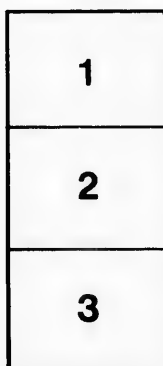
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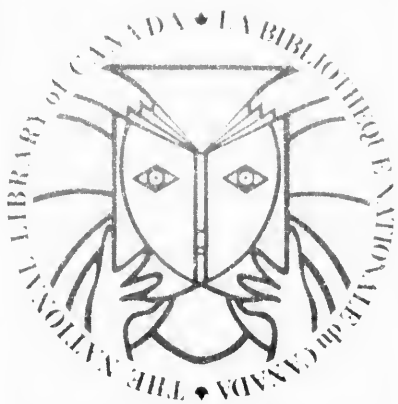
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AN EASY MODE OF TEACHING

THE

RUDIMENTS OF LATIN GRAMMAR

TO BEGINNERS.

BY

T. JAFFRAY ROBERTSON, Esq., M.A.,

Head Master of the Normal School, Upper Canada,

AUTHOR OF THE "PHILOSOPHY OF GRAMMAR."



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PREFACE.

The following pages are intended to aid the Teacher in making the pupil acquainted, with as little delay as possible, with the declensions of Latin nouns, adjectives, and pronouns, and the conjugations of verbs. The method indicated has been practised by the Author on many occasions, and always with success. There is no "royal road" to learning; the acquisition of knowledge must be the result of laborious study; and however intellectual teaching may aid the efforts of the student by making him acquainted with principles instead of allowing him to depend on mechanical rules, yet these principles and their application must be carefully impressed on the memory, and to do so, more or less labour on the part of the learner is unavoidable. A lad of average ability, receiving four or five lessons a week, and using a reasonable amount of exertion, will be able at the end of four weeks to decline nouns, adjectives, and pronouns, and conjugate regular verbs, with

correctness and certainty, though perhaps slowly; he is then ready to commence easy translation from Latin to English, and the reverse. The various grammatical niceties, syntax, &c., he learns as he goes on; the great object being to make him acquainted with as many words of the language as possible. It too often happens that learners go through some half dozen Latin books in the course of their eight years' schooling, but are unacquainted with any Latin word not occurring therein, and, in taking up some *other* work, are found, after their eight years' study, unable to translate it; "they had never read it."

In the following "Introduction," the pupil must first commit to memory the table of the declensions, so as to give readily the termination of any case of each. He should then be practised therein by the teacher giving him a variety of nouns to decline, and making him mark carefully what part of the word is "root," and what is "termination." He should also be made familiar with the remarks appended to the table, and the whole should be illustrated by careful conversational explanation and teaching.

In dealing with the adjectives, the teacher will explain that they are declined in all respects like nouns; the declension of an adjective of three terminations, consisting merely of the first and second declensions given together. The pupil must be practised with numerous examples, and bring written exercises consisting of adjectives and nouns declined together.

The personal pronouns must be committed to memory, and the other pronominal words be taught by pointing out where they differ from adjectives.

In learning the verbs, the pupil must first commit to memory the terminations as given in the tabular form, so as to answer any of them readily, and be familiar with the remarks and rules for the persons and formation of tenses. Every point must be explained by conversational teaching, and the pupil practised in putting verbs through all their parts both orally and in writing.

The teacher can afterwards explain, when it becomes necessary, the difference between the five conjugations in the table, and the four usually given in grammars; he can also add the most important of the irregular verbs, marking carefully where they are irregular, and the contrary. Whenever the pupil hesitates at a tense or person, he should never go to some model verb, but be made to repeat and apply the rule of formation. Much also must be left to the judgment of the teacher in leaving out or adding small items when opportunity occurs, provided always that he does not depart from or violate the principles of generalization on which the system is founded.

Long examples are purposely omitted; the teacher must supply these, constantly practising the pupil in the terminations of nouns and verbs.

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AN EASY MODE OF TEACHING
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RUDIMENTS OF LATIN GRAMMAR
TO BEGINNERS.

DECLENSIONS.

Nouns, adjectives, and pronouns, are declined, that is, change their terminations more or less to mark the different cases and numbers. There are six cases in Latin, namely, the Nominative, Genitive, Dative, Accusative, Vocative, and Ablative; and two numbers, the singular and the plural. There are five different methods of putting nouns through the terminations that mark the cases; these are called the five declensions, and, according to certain rules, some nouns go through their cases according to one declension, some according to another, and so on.

The following table exhibits the terminations that mark the several cases in the different declensions. The vocative case is omitted, because it is usually like the nominative, and the observations accompanying the table will sufficiently explain it.

TABLE OF DECLENSIONS.
SINGULAR.

	1	2	3	4	5
Nominative...	a	us er um	*	us	es
Genitive	æ	i	is	ûs	ei
Dative	æ	o	i	ui	ei
Accusative...	am	um	em	um	em
Ablative	a	o	e	u	e

PLURAL.

	1	2	3	4	5
Nominative...	æ	i	es	us	es
Genitive	arum	orum	um	uum	erum
Dative	is	is	ibus	ubus	ebus
Accusative...	as	os	es	us	es
Ablative	is	is	ibus	ubus	ebus

OBSERVATIONS.—The first Declension is marked by the letter *a*, and words of this declension are of the Feminine gender.

The second Declension is marked chiefly by the letter *o*, and words of this declension ending in *us* or *er* are Masculine, while those ending in *um* are Neuter.

The third Declension is marked chiefly by the letters *e* and *i*, and words of this declension may be of any gender, that is, some are Masculine, some are Feminine, and some are Neuter.

The fourth Declension is marked by the letter *u*, and the words belonging to it are of the Masculine gender.

The fifth Declension is marked by the letter *e*, and the words belonging to it are Feminine.

The Declensions are distinguished by the ending of the Genitive case singular; that is, words ending in *æ* in the Genitive singular belong to the first declension; those ending in *i*, to the second; and so on. All the other cases are formed from the genitive singular, and whatever precedes the termination of that case is called the *root*, and does not undergo any change; while the termination (what follows the root) changes with each case. Thus the word *genus* makes its genitive case *generis*. As it ends in *is*, it belongs to the third declension, and that which precedes "is," namely, *gener*, is the root.

The Accusative singular of all the declensions ends in the letter "m"; and if this be dropped, it gives the Ablative (except in the second). The accusative plural in each may be taken from the accusative singular by changing "m" into "s." The genitive plural is marked by "rum" or "um," and the dative plural chiefly by "bus"; and in each declension the ablative plural is always the same as the dative plural.

*

5

es

ei

ei

em

e

5

es

erum

ebus

es

ebus

The vocative is always the same as the nominative, except in the second declension; when the nominative ends in "us," the vocative ends in "e."

In all neuter words, whether nouns, adjectives, or pronouns, the Nominative, Accusative, and Ablative are *alike*, and in the plural these cases end in "a."

ADJECTIVES.

Adjectives are declined by means of the same terminations as nouns. They may be divided into Adjectives having three terminations in the Nominative case (one for each gender); Adjectives having two terminations in the Nominative case (one for the masculine and feminine, and one for the neuter); and Adjectives having only one termination in the Nominative case (one for all the genders). These are called Adjectives of one termination, Adjectives of two terminations, and Adjectives of three terminations.

Adjectives of three terminations are declined according to the second and first declensions, that is, the masculine and neuter genders have the same terminations for the respective cases as the second declension; and the cases of the feminine end like the first, as in the following table:

	<i>Singular.</i>				<i>Plural</i>		
	Mas.	Fem.	Neut.		Mas.	Fem.	Neut.
Nom.	us or er	a	um	Nom.	i	æ	a
Gen.	i	æ	i	Gen.	orum	arum	orum
Dat.	o	æ	o	Dat.	is	is	is
Acc.	um	am	um	Acc.	os	as	a
Abla.	o	a	o	Abla.	is	is	is

The Vocative, as in nouns, will be like the Nominative, except when the latter ends in *us*, the Vocative then ending

in *e*; and in general the remarks regarding the cases of nouns apply to adjectives also.

Adjectives of two terminations are declined like the third declension. They end in *is* for the masculine and feminine, and *e* for the neuter, and are declined according to the following table :

<i>Singular.</i>		<i>Plural.</i>	
Nom.	is e	Nom.	es a
Gen.	is	Gen.	um
Dat.	i	Dat.	ibus
Acc.	em e	Acc.	es a
Abla.	e or i	Abla.	ibus

The Vocative, of course, as in nouns, is the same as the Nominative. It will be observed that these Adjectives have two terminations only in the Nominative, Accusative and Vocative, singular and plural. This arises from the fact that the Accusative and Vocative Neuter are always like the Nominative Neuter, and as the latter has a separate termination so also have the former; otherwise, being declined according to *one* declension, they should have only *one* termination for each case.

These adjectives usually make *i* in the Ablative singular; and whenever that is the case, the Nominative plural neuter ends in *ia*, and the Genitive plural in *ium*.

Adjectives of one termination end in *x* or *ns*, and are also declined according to the third declension. When the Nominative ends in *x*, the Genitive will end in *cis*, and the Dative in *ci*, &c.; when the nominative ends in *ns*, the Genitive will be *ntis*, &c.

As these Adjectives are declined according to the 3rd declension, they should have but one termination for each

case; nevertheless, in consequence of the rule regarding neuter words the accusative singular neuter must be the same as the Nominative, and the Nominative, Accusative and Vocative plural must end in *a*. In these cases, therefore, these Adjectives have two terminations. Also as they usually have *i* in the Ablative singular, they have *ia* in the Nominative plural neuter, and *ium* in the Genitive.

COMPARISON OF ADJECTIVES.

The comparative degree is formed from the first case of the positive that ends in *i* by adding *or* for the masculine and feminine, and *us* for the neuter. All comparative degrees are therefore adjectives of two terminations, and declined according to the 3rd declension: they make the genitive in *oris*.

The superlative degree is formed from the first case of the positive that ends in *i* by adding *ssimus*; therefore all superlatives end in *us*, and are consequently adjectives of three terminations, and declined according to the 2nd and 3rd declensions. Adjectives ending in *er* form the superlative by adding *rimus* to the positive.

ADVERBS.

Adverbs are formed from the corresponding adjectives by altering the termination. Adjectives ending in *us* usually make their adverbs in *e*. Adverbs from adjectives of one or two terminations usually end in *ter*. Adverbs are not declined, but are compared, that is, they change their terminations to mark the degrees of comparison. The comparative of the Adverb is generally the same as the neuter comparative of the Adjective; and the superlative of the Adverb is formed by making the superlative of the adjective end in *e*.

PRONOUNS.

The following are the Personal Pronouns :

SINGULAR.

	1st Person.	2nd Person.	3rd Person.
Nominative...	Ego (I)	Tu (Thou)	_____
Genitive	Mei	Tui	Sui (of himself, &c.)
Dative	Mihi	Tibi	Sibi
Accusative ..	Me	Te	Se
Vocative....	_____	Tu	_____
Ablative	Me	Te	Se

PLURAL.

Nominative...	Nos (We)	Vos (Ye)	
Genitive	Nostrum or Nostri	Vestrum or Vestri	The same as the Singular.
Dative.....	Nobis	Vobis	
Accusative ...	Nos	Vos	
Vocative	_____	Vos	
Ablative	Nobis	Vobis	

These Pronouns do not vary for the Genders; that is, each may stand for a masculine, a feminine, or a neuter noun. *Sui* has no nominative and is the same both in singular and plural; it, therefore, signifies "of himself," "of herself," "of itself," "of themselves," according to the manner in which it is used.

From the Genitive cases of the personal pronouns are formed what are called the "Possessive Pronouns." These are properly Possessive *Adjectives*, and change their terminations according to the Gender, Number, and Case of the Noun to which they are attached.

From "Mei"	comes	Meus, Mea, Meum (My).
"Nostrum"	"	Noster, Nostra, Nostrum (Our).
"Tui"	"	Tuus, Tua, Tuum (Thy).
"Vestrum"	"	Vester, Vestra, Vestrum (Your).
"Sui"	"	Suus, Sua, Suum (His, her, its, or their).

These words are declined in all respects like adjectives of three terminations. "Meus" makes "mi" in the vocative.

The Demonstrative Pronouns are also in reality *Adjectives* of three terminations, and always follow the gender, number, and case of the nouns to which they are attached. They are frequently used without nouns, and are then translated by the English pronouns of the 3rd person, according to gender, number, and case. When added to nouns they are translated by the demonstrative words "this," "that," "these," "those." They differ slightly from adjectives of three terminations in making the Nom. singular neuter end in "d," and the Genitive in "ius" for all genders, and the Dative in "i" for all genders. The other cases are regular. The principal of them are "ille," "iste," "is," and "hic."

"Ille" is declined as follows :

	Mas.	Fem.	Neut.
Nominative... Ille		Illa	Illud
Genitive		Illius (for all genders)	
Dative.		Illi (for all genders)	

The other cases are regular.

"Iste" is declined in the same way.

"Is" varies slightly in the Genitive- which is "ejus," instead of "eius," to prevent the awkwardness of the three vowels coming together. It is also irregular in the nominative plural, which is "ii," instead of "ei."

“*Hic*” (this) follows the same law as “*ille*,” but is more irregular, adding the letter “*c*” to many of the cases.

	Mas.	Fem.	Neut.
Nominative... <i>Hic</i>		<i>Hæc</i>	<i>Hoc</i>
Genitive		<i>Hujus</i> (for all genders)	
Dative		<i>Huic</i> (for all genders)	
Accusative ... <i>Hunc</i>		<i>Hanc</i>	<i>Hoc</i>
Vocative	<i>Hic</i>	<i>Hæc</i>	<i>Hoc</i>
Ablative	<i>Hoc</i>	<i>Hac</i>	<i>Hoc</i>

PLURAL.

Nominative... <i>Hi</i>	<i>Hæ</i>	<i>Hæc</i>
Genitive	<i>Harum</i>	<i>Horum</i>
Dative..... <i>His</i>	<i>His</i>	<i>His</i>
Accusative ... <i>Hos</i>	<i>Has</i>	<i>Hæc</i>
Vocative	<i>Hi</i>	<i>Hæc</i>
Ablative	<i>His</i>	<i>His</i>

“*Ipse*” (self), usually added to another pronoun, is also an adjective of three terminations, and is declined like “*Ille*,” except in the Nominative and Accusative singular neuter, which it makes in “*m*,” instead of “*d*.” It has no vocative.

The Relative Pronoun “*Qui*,” is also an adjective of three terminations in its form, and is declined accordingly, varying like “*Ille*,” by making the Genitive in *ius* the Dative in *i*, and the Nominative and Accusative neuter singular in *d*. It has no Vocative.

	Mas.	Fem.	Neut.
Nom..... <i>Qui</i>		<i>Quæ</i>	<i>Quod</i> .
Gen		<i>Cujus</i> (for all genders).	
Dat.....		<i>Cui</i> (for all genders).	
Accus..... <i>Quem</i>		<i>Quam</i>	<i>Quod</i> .
Voc.....	
Abla	<i>Quo</i>	<i>Qua</i>	<i>Quo</i>

PLURAL.

Nom.....	Qui	Quæ	Quæ
Gen	Quorum	Quarum	Quorum
Dat.....		Quibus or Queis (for all genders)	
Accus.....	Quos	Quas	Quæ
Voc.....
Abla.....		Quibus or Queis (for all genders).	

The remaining pronominal words need not be taught till a later period.

VERBS.

Verbs change their terminations to mark the mood, tense, number, and person. They have five methods of effecting these changes, which are called the five conjugations.

The following table exhibits the terminations of the different moods, persons, and tenses.

ACTIVE VOICE.

Infinitive Mood. }	âre	ëre	ëre	ire		
	o	eo	o	o		
	ëre			ëre		
	<i>Singular.</i>			<i>Plural.</i>		
Personal marks..	1	2	3	1	2	3
	o or m	s	t	mus	tis	nt
	Present.	Imperfect.	Perfect.	Pluperfect.	Future.	
Indicative Mood	o	bam	vi i	eram	bo am	
Subjunctive Mood	em am	rem	erim	issem	ero	

Imperative Mood . . .	Singular.		Plural.	
	2nd Person.	3rd Person.	2nd Person.	3rd Person.
	to	to	te tote	nto

The infinitive mood has three tenses ; namely, the present, given above, the perfect, and future. The perfect infinitive ends in *isse*.

The future infinitive is a compound tense, formed with the future participle and the auxiliary verb *esse*.

There are two participles in the active voice ; namely, the present, ending in *ns* ; and the future, in *rus*. There are three gerunds, ending respectively in *di*, *do*, and *dum*.

There are two supines, ending respectively in *um* and *u*.

REMARKS AND RULES FOR FORMING THE TENSES, &c.

There are five conjugations, all ending in *re*, in the infinitive mood, and distinguished by the letter preceding *re* in the infinitive. They may be divided into first, second, and third *primary* conjugations, having a *long* vowel before *re* ; and first and second *secondary* conjugations, having a *short* vowel before *re*. The vowel preceding *re* is called the vowel of the conjugation.

The first primary and first secondary are connected, because each has the root or body of the verb before *o* in the present tense. The secondaries are connected with the second primary, by having the same vowel before *re* ; and the second secondary is connected with the third primary, because the present tense of each ends in *io*.

RULE FOR THE VOWEL PRECEDING THE PERSONAL MARKS.

Whatever vowel precedes the *first* personal mark in any tense, precedes all the others ; except futr tenses

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ending in *am* take *e* through the persons. In any indicative tense, when the third plural should be *int*, it is changed into *unt*. *Io* makes *iunt*.

RULES FOR FORMING THE TENSES.

The infinitive, present indicative, perfect, and supine are given in the dictionary, and cannot always be known otherwise. If the conjugation be known, the present indicative can be formed in the first primary and first secondary by changing *are* and *ere* into *o*. In the second primary change *re* into *o*; and in the third primary and second secondary, change *ire* and *ere* into *io*.

In perfectly regular verbs (as in most verbs of the first and third primary conjugations), the Perfect may be formed from the infinitive by changing *re* into *vi*. In the same verbs, the supines also may be formed from the infinitive by changing *re* into *tum* and *tu*.

The imperfect indicative is formed from the present by changing *o* into *bam*, preceded by the vowel of the conjugation. *Io* in the present makes *iebam*.

The pluperfect indicative is formed from the perfect by changing *i* into *eram*.

The future indicative is formed from the present by changing *o* into *bo* in the first and second primaries (preceded by the vowel of the conjugation), and *o* into *am* in all the others.

The present subjunctive is formed from the present indicative by changing *o* into *em* in the first primary, and into *am* in all the other conjugations.

The imperfect subjunctive is formed from the infinitive mood by adding *m*.

The perfect subjunctive is formed from the perfect indicative by changing *i* into *erim*.

The pluperfect subjunctive is formed from the perfect indicative by changing *i* into *issem*.

The future subjunctive is formed from the perfect indicative by changing *i* into *ero*. (This tense is very commonly considered as the *second future indicative*.)

IMPERATIVE MOOD.

The first form of the second singular imperative is formed from the infinitive by dropping *re*. The second form of the second person singular is formed from the third singular present indicative by adding *o*.

The third singular imperative is always the same as the second form of the second singular.

The second plural imperative is formed from the second plural present indicative by changing *tis* into *te* and *tote*.

The third plural imperative is formed from the third plural present indicative by adding *o*.

INFINITIVE MOOD.

The present infinitive (ending in *re*) has been given already. It is not formed, but is one of the roots.

The perfect infinitive is formed from the perfect indicative by changing *i* into *isse*.

The future infinitive is formed by adding the future participle ending in *rus* to the auxiliary verb *esse*.

There are two participles in the active voice.

The present participle is formed from the present indicative by changing *o* into *ns*, preceded by the vowel of the conjugation. *Io* in the present makes *iens* in the present participle.

The future participle is formed from the first supine by changing *m* into *rus*.

The gerunds are formed from the present participle by changing *s* into *di*, *do*, and *dum*, respectively.

The gerunds and supines are verbal nouns. The former correspond respectively with the genitive, dative, accusative, and ablative of the second declension; the latter correspond with the accusative and ablative of the fourth declension.

All participles are adjectives, and are declined precisely like other adjectives: thus the present participle ending in *ns* is an adjective of one termination, and is consequently declined like the third declension; the future participle ending in *rus* is necessarily an adjective of three terminations (*us, a, um*), and declined according to the first and second declensions. (See adjectives.)

THE PASSIVE VOICE.

The Passive Voice is marked chiefly by the letter *r*. It is in general formed from the active by changing the active termination into the corresponding passive.

TABLE OF PASSIVE TERMINATIONS.

		INFINITIVE MOOD.						
Primary conj.		āri		ēri		iri		
Secondary conj.		i		i				
		1	2	3	1	2	3	
Personal marks..		<i>Singular.</i>			<i>Plural.</i>			
	r	ris	or	re	tur	mur	mini	ntur
		Present.	Imperfect.	Perfect.	Pluperfect.	Future.		
Indicative...	er	er	er	us sum	us eram	hor ar		
Subjunctive.	er ar	rer	us sim	us essem	us ero			

Persons.....	2	3	2	3
Imperative mood.	The same as Present Infinitive Active. tor	tor	mini minor	ntor

Perfect Infinitive.... us esse. Future.... ndus esse.

Participles—Past Passive.. us. Future.... ndus.

No gerunds or supines.

REMARKS AND FORMATION OF TENSES.

The vowels preceding the personal marks will be the same as in the active tense, except that *short i* in the active is changed into *short e* in the second singular of the passive. In general, the persons of a tense in the passive voice are formed from the corresponding active by changing the *active* personal mark into the corresponding passive personal mark. The infinitive passive is formed from the infinitive active, in the three primary conjugations, by changing *e* into *i*; and in the two secondaries, by changing *ere* into *i*. All present infinitives passive, therefore, end in *i*.

The perfect, and all the tenses which are formed from it in the active (perfect, and pluperfect indicative, perfect, pluperfect and future subjunctive, and perfect infinitive) are *compound* tenses in the passive voice; that is, they are composed of the past passive participle and certain parts of the verb *esse* (to be). For the perfect indicative, take the *present* or *perfect* indicative of *esse*; for the pluperfect indicative, take the *imperfect* or *pluperfect* of *esse*; for the perfect subjunctive, take the

present or *perfect* subjunctive of *esse*; for the *pluperfect*, take the *imperfect* or *pluperfect* of *esse*; for the *future*, take the *future indicative* or *future* subjunctive of *esse*; and for the *perfect infinitive*, take the *present* or *perfect infinitive* of *esse*.

The other tenses are formed from the corresponding active by adding *r* if the active ends in a vowel, and by changing the consonant into *r* if the active ends in a consonant.

The future infinitive is also a compound tense, consisting of the future passive participle and the verb *esse*.

The persons of the imperative passive are formed from the same persons of the imperative active by changing the active personal mark into the corresponding passive.

There are two participles in the passive voice:—The past participle, which is formed from the first supine by changing *m* into *s*; and the future participle, which is formed from the present active participle by changing *s* into *dus*.

LOVELL'S SERIES OF SCHOOL BOOKS.

THE undersigned having long felt that it would be highly desirable to have a Series of Educational Works prepared and written in Canada and adapted for the purpose of Canadian Education, begs to call attention to the Books with which he has already commenced this Series. These works have met with a very general welcome throughout the Province; and the Publisher feels confident that the eulogiums bestowed upon them are fully merited, as considerable talent and care have been enlisted in their preparation.

LOVELL'S GENERAL GEOGRAPHY will, it is hoped, form a very valuable addition to this Series. While it has the advantage of being prepared in Canada, and fully represents its geographical features, at the same time it embraces a sketch of every other country; and thus, while it contains all the information embraced in other works of the same kind relating to older countries, the different British Colonies, in those works but indifferently portrayed, are here delineated with due regard to their extent and position and to the importance of the acquisition of a correct knowledge of those Colonies, not only to the children educated in them but to every student of Geography. The Maps illustrating this work have been prepared with the greatest care by draughtsmen in Canada, and will be found to have been brought down to the latest dates.

JOHN LOVELL, *Publisher.*

CANADA DIRECTORY OFFICE,
Montreal, October, 1861.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

IN view of the promises held out in the Prospectus of this Work and of its pretensions as a standard Educational Text-Book, it appeared to the Publisher desirable, that, before actual publication, the Author's labors might have the benefit of the independent opinion of those best qualified to judge how far the object had been attained.

Actuated by these considerations, the Publisher, with the Author's consent, sent out advance or proof sheets to competent persons in various parts of the Provinces, who responded by enclosing in many cases some very valuable suggestions, which were forwarded to the Author, and for which the Publisher tenders his thanks. Attention is requested to the following extracts from Opinions upon the Work :—

As an elementary work on a subject so extensive, I consider the plan excellent, the matter judiciously selected, and for a text-book surprisingly full and complete.—*Bishop of Toronto.*

I am impressed with the belief that it is calculated to be eminently useful in the Schools of the Province.—*Bishop of Quebec.*

C'est un travail précieux qui fera honneur à votre presse, et rendra un vrai service à l'éducation primaire de nos enfants, qui y trouveront un excellent moyen de s'instruire en s'amusant.—*Bishop of Montreal.*

J'ai parcouru cet ouvrage avec un véritable intérêt. Il remplit bien son titre. Il me semble même qu'il nous donne plus que son titre ne promet.—*Bishop of Tloa.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

Autant qu'il m'a été permis d'en juger par l'aperçu rapide que j'en ai fait, elle m'a paru pleine de connaissances variées, intéressantes, et très utiles à la jeunesse pour laquelle elle a été faite.—*Bishop of Ottawa.*

I have carefully perused it, and have no hesitation in pronouncing it a most useful improvement on the Geographies now used, and I wish you all success in your spirited undertaking.—*Bishop of Ontario.*

I think Mr. Hodgins will be admitted to have executed his part with much judgment and ability, and that the work will give general satisfaction.—*Chief Justice Robinson.*

The system Mr. Hodgins has adopted is one which, of all others, is altogether efficient, and no doubt conducive to a clear, easy, and practical teaching of Geography, and in all probability will in most cases ensure success.—*Judge Mondelet.*

It gives me much pleasure to state that the book is one which is worthy of Canada, and that, both as a scientific production as well as a work of art, it is deserving of all praise.—*Judge Aylwin.*

I trust you will find its sale to be as remunerative, as I am persuaded it will be found to be extremely useful, not only to our youth, but to ourselves, children of larger growth.—*Judge Badgley.*

Je recommande avec plaisir la nouvelle *Géographie* en langue anglaise, que vous vous proposez de publier, la considérant comme très utile, et comme étendue et compacte à la fois.—*Judge Morin.*

As regards *ourselves*, it is the first work of the kind in which the magnificent Colonies of Britain have had justice done them, and we should therefore testify our appreciation of such justice by a liberal patronage.—*Judge McCord.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

It is a vast improvement upon such works as have heretofore been in circulation in the country; and it is pleasing to observe that you have given to Canada and the British North American possessions generally, of which so little is said in other Geographies, that just degree of notice to which by their importance they are entitled.—*Sir W. E. Logan.*

I think the work a very important one as a standard educational book. It reflects very great credit on the Author and Publisher, and certainly deserves support, in such a very expensive enterprise, from every person who feels an interest in the progress of Canadian educational literature.—*Dean of Montreal.*

Pour moi, je souhaite voir au plus tôt votre consciencieux travail livré au public, qui lui fera, je n'en doute point, en Canada surtout, un bienveillant accueil.—*Superior of the Seminary of St. Sulpice.*

Après en avoir pris connaissance, aussi bien que de tous les éloges flatteurs avec lesquels il a déjà été accueilli, je ne puis, pour ma part, que vous exprimer ma parfaite satisfaction et vous féliciter pour la publication d'un ouvrage qui fait autant d'honneur à votre presse qu'il doit procurer d'avantages au pays.—*Director of the Montreal College.*

It is a work of prodigious labor, and of conscientious effort at accuracy of statement; and therefore well merits the patronage of the classes of students for whom it is intended. I shall consequently introduce your book into my Schools, and shall, without hesitation or reserve, recommend it to my Brothers in Canada.—*Director of the Christian Brothers' Schools in Canada.*

The most prominent facts seem to have been carefully gleaned, with an arrangement that appears to be very simple and lucid. The illustrations and maps are also highly creditable for their variety and execution; and the work in general appears to evince a large amount of industry and ability.—*Archdeacon Bethune.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

I sincerely hope that it may meet with general adoption in schools and private families, not only in order that encouragement may thereby be given to the production of books of this class in our own country, which is much to be desired, but also because its general tone is such as to promote a loyal attachment to the Queen, under whose rule we have the happiness to live, and to the Empire of which we have the honor to form a part.—*Archdeacon Gilson.*

We have examined it, and are conscious that we shall be consulting the best interests of the Schools of the Society by endeavouring to introduce the book into every part of our charge.—*General Superintendent in B. N. A. of the Colonial Church and School Society; and the Superintendent for the Diocese of Montreal.*

I am glad to perceive, that, while general information respecting every section of the globe has been equally distributed throughout the General Geography, the resources and commercial importance of the Province of Canada have not been overlooked,—a feature which, with the style in which it has been got up and the lowness of the price, cannot fail to recommend it as a text-book for the use of Schools, and especially those of Canada.—*Rev. Dr. Mathieson.*

It contains an immense amount of information, and yet the *style* and *arrangement* are so natural and easy as to prevent any appearance of tediousness and dryness, and greatly to aid the memory.—*Rev. Wellington Jeffers.*

I confidently anticipate for this and your other school books that large demand that will indicate the high appreciation of the profession.—*Rev. Dr. Wilkes.*

I have no hesitation in pronouncing it superior to any work of the same character and size extant.—*Rev. Dr. Wood.*

Mr. Hodgins has displayed much ability in his work. It is brief but comprehensive: "without overflowing, full."—*Rev. Dr. Shortt.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

As a Text-book for Schools, your Geography is, without question, greatly in advance of all others that have yet been presented for public use in this country, and cannot fail to prove a great boon to both teachers and scholars.—*Rev. A. F. Kemp.*

Your work on Geography supplies a want which teachers, and all, I believe, who in Canada take an interest in the education of the young, have long felt and complained of.—*Rev. Dr. Leach.*

The whole plan, order, and execution of the work, as well as the low price at which it is proposed to offer it, render it a most excellent and in all respects suitable school-book.—*Rev. Dr. Irvine.*

Such portions as I have paid particular attention to, appear to me to be very accurate, considering the diversity and fulness of the information furnished, and the vast amount of labor which must have been incurred by the selection and arrangement of it.—*Rev. W. Snodgrass.*

I believe the work to be better adapted for use in our Schools than any publication of the kind with which I am acquainted. It will become a necessity in our Seminaries of Education.—*Rev. Dr. Bancroft.*

An enterprise of this nature, undertaken to meet what may be considered a great national want, deserves to have extended to it such encouragement as its importance merits; and in this case both Author and Publisher are entitled to a large meed of praise, the one for his enterprise and patriotic spirit, the other for the care bestowed upon its compilation and arrangement. The work under review seems to merit the highest commendation.—*Rev. J. Ellegood.*

The plan and manner of execution are both admirable. The amount of information given, and the mode of its arrangement, evince great research and good taste.—*Rev. W. Scott.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

The fairness and impartiality with which the different countries are described will commend it to general use, and I believe that its introduction into the schools of this continent will greatly promote the acquirement of sound and correct information in this branch of education.—*Rev. E. J. Rogers.*

It seems to me just what is needed, suited to the requirements of the country in its matter, form, and price. It is decidedly superior to the Geographies found in general use in the Schools of Canada.—*Rev. J. B. Bonar.*

I think the publication of the work ought to be regarded as a matter of sincere congratulation to the country as large. The arrangement of the book appears to me to be excellent; the information conveyed is well selected and condensed.—*Rev. W. S. Darling.*

Where all is excellent it is difficult to particularise, but I may state that I consider the introductory part deserving of especial commendation.—*Rev. John M. Brooke.*

I have not only looked through the whole work, but I have carefully read large portions of it; and to say I am very much pleased with it, would very faintly convey my sense of its excellence. I am really delighted that at last a School Geography, almost perfect, is provided for the youth of the British North American Provinces.—*Rev. John Curry.*

Your book is all that can be desired, and, after a thorough examination, I am convinced that, from its merits, it will *at once* be adopted in all our schools. I have been teaching for fifteen years in Canada, and have found such a textbook to be the great desideratum. Your Geography is a marvel of cheapness,—admirable in plan,—and a fine specimen of what can be done by an enterprising and liberal publisher. We shall at once introduce it into our school, as its want has been long felt.—*Rev. H. J. Borthwick, Principal of the County of Carleton Senior Grammar School.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

It is my intention to adopt at once this Geography as a text-book in the Grammar School department of this Institution, and I have no doubt that it will soon win its way into general use in all our Schools.—*Rev. S. S. Nelles, President of Victoria College.*

The classification appears to be faultless, the definitions concise and lucid, and the information given in regard to the derivation and pronunciation of proper names is very valuable. It is indeed *multum in parvo*, and will doubtless become the standard Geography of our schools.—*Rev. I. B. Howard.*

It displays no ordinary degree of ability, industry, taste, and perseverance. A book of this kind is very much required in this country; and affords information regarding the Colonies which no doubt will be appreciated by old-country residents. I shall be most happy to recommend it to the schools in my superintendency, as well as to heads of families, and hope it will be patronized as extensively as it deserves.—*Rev. J. Gilbert Armstrong.*

When it comes to be known by the public, I should think it must command a very extensive, if not universal, circulation in the Schools of British North America.—*Rev. John Corder.*

The plan of your School Geography is excellent, and I hope it will meet with the success it deserves.—*Rev. Dr. Leitch, Principal of Queen's College.*

So far as I can judge, Lovell's General Geography is well adapted to our Canadian Schools.—*Rev. A. J. Parker.*

I admire its arrangement very much. With such brevity as was necessary to the plan pursued, its fulness on all the subjects connected with Geographical study is remarkable. It is most gratifying that Canada is not only preparing her own school books, but that, as in the case of the Geography, they are of so high an order of merit.—*Rev. S. D. Rice.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

I must sincerely congratulate you on the mechanical as well as the literary execution of the book. No existing work can be held to excel it.—*Rev. A. de Sola.*

By the prominence given to our own and the other Colonial possessions of Great Britain and the due proportion of space assigned to other countries, it is much more suitable for the use of our Canadian youths than Morse's and other similar Geographies, which give such undue proportions of space to the United States.—*Rev. Henry Patton.*

Until your book shall be in the hands of our youth, the only notice, so far as I am aware, that our growing country, one of the finest in the world, and likely soon to be one of the most important, has obtained in works on General Geography, is only what can be crowded into some half dozen pages of some small book.—*Rev. C. P. Reid.*

This Geography—without controversy the best yet given to the British American public—will do much toward exalting the popular estimate of this branch of study, and fostering the patriotism and loyalty of our people.—*Rev. A. Carman.*

And while it does credit to your enterprise, and to the skill and talent of the accomplished Author, I doubt not that it will be hailed by every intelligent teacher of youth, as well as by a grateful community, as a boon much needed and well timed,—calculated at once to save the minds of our youth from improper associations, and to lead them to cherish national and patriotic feelings.—*Rev. Dr. Urquhart.*

The plan is most excellent, inasmuch as it contains *multum in parvo*, and brings into one view an immense mass of useful information, abridging the labors both of teacher and taught in no ordinary degree.—*Rev. David Black.*

I am much pleased with the plan and style of the work. It cannot fail of being useful in the schools for which it is intended.—*Rev. J. Goadby.*

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

It is certainly the best and most impartial Geography for the use of Schools which, to my knowledge, has issued from the press on the North American continent, and will, I trust, receive from the public all the encouragement it so eminently deserves.—*Rev. Dr. Adamson.*

The work is well planned and executed, comprising in remarkably moderate bounds a vast amount of information. It is an improvement on every other School Geography I am acquainted with, and is likely to take a chief place in Canadian Schools.—*Rev. Dr. Willis.*

The General Geography will, no doubt, become a valuable national work, and take its place as a standard book in our schools.—*Mrs. Susanna Moodie.*

I have examined with some care the General Geography you were so kind as to send me, and am very much pleased with it, especially with the portion relating to Canada. The want of a correct description of the British Provinces has long been felt in our schools, and I am sure you will find a hearty appreciation of your efforts to supply that need.—*Miss Lyman.*

The plan is excellent and answers all the requirements of an intelligent work on the subject; the facts (so far as I am able to judge of them) are correct and well chosen; and the pretty and truthful engravings, by which the book is illustrated, considerably enhance its value and usefulness. I believe you have satisfied a want long felt in Canadian schools; therefore, as soon as it is ready, I shall gladly place the General Geography in the hands of my pupils, as a text-book.—*Mrs. Simpson, Principal of Ladies' Academy, 4 Inkermann Terrace, Montreal.*

I have long desired to see a Geography which would give Canada, and the other British Provinces, a proper share of attention; and in issuing your new work you have supplied the schools with a valuable auxiliary for conducting the education of our youth.—*Mrs. E. H. Lay, Principal of Young Ladies' Institute, Beaver Hall, Montreal.*

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